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ELEMENTARY PRINCIPALS' PERCEPTIONS OF
INSTRUCTIONAL LEADERSHIP TASKS

A Field Report
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by
Michael Hooley
December 1987


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INSTRUCTIONAL LEADERSHIP TASKS

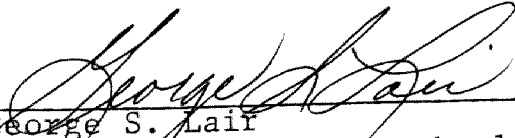
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An abstract of a Field Report by
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December 1987
Drake University
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Research Question

The effective schools literature indicates that effective schools must have effective principals. The literature also points out the importance of the principal's role as the instructional leader of the building. The primary research question is What do elementary principals believe are the most important instructional leadership tasks?

Research Hypothesis

The primary research hypothesis is Elementary principals will perceive administrative rather than teacher/student-centered tasks as the most important components of instructional leadership.

Design of the Study

This study was conducted through a non-experimental survey. The survey was developed from the literature on instructional leadership. The population for this study was all elementary principals in the Grant Wood Area Education Agency #10 geographic region.

Analysis of the Data

Elementary principals selected instructional leadership tasks that could be termed administrative in nature as the most important. Elementary principals did not believe that they spent sufficient time on instructional leadership tasks and cited time spent on other tasks as the main barrier. More time and better time management were thought to be the main solutions to spending a sufficient amount of time on instructional leadership.

Summary and Recommendations

This study indicates a need for further investigation into the tasks which comprise instructional leadership. The study also indicates the need for inservice for elementary principals in the areas of mission/vision/goal setting and time management.

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CHAPTER 1

Introduction

The effective schools literature indicates that effective schools must have effective principals. The literature also points out the importance of the principal's role as the instructional leader of the building. Some researchers disagree with this idea; they indicate that principals spend very little time in instructional leadership activities and that they may be ineffective when they try to provide instructional leadership. Other researchers point out that teachers (individually or in groups) are the most effective instructional leaders. The focus of this study is on the role of the elementary principal in providing instructional leadership.

Significance of the Study

This study is important because it will assist to better define and understand the instructional leadership role of elementary principals. Specifically, the study seeks to draw a distinction between two categories of instructional leadership tasks. The two categories are administrative and teacher/student-centered. The major difference between these two categories is their relative proximity to instruction. Administrative instructional leadership tasks may be performed far away, or even isolated from the actual business of instruction. On the other hand, teacher/student-centered

instructional leadership tasks are in close proximity to instruction; in fact, teachers and/or students are directly involved in and affected by these tasks. This study will examine which category of instructional leadership tasks is perceived as most important by elementary principals.

Research Questions and Hypotheses

The research questions in this study are as follows:

1. What do elementary principals believe are the most important instructional leadership tasks?
 2. Do elementary principals believe they spend an adequate amount of time on the most important tasks?
 3. What are the major barriers preventing elementary principals from spending an adequate amount of time on the tasks identified as most important?
 4. What solutions for spending more time on the most important tasks are offered by elementary principals?
- The research hypotheses for this study are as follows:

Elementary principals will perceive administrative rather than teacher/student-centered tasks as the most important components of instructional leadership. Elementary principals will indicate that they do not spend enough time on the most important tasks, cite lack of time and too many other duties as barriers and propose elimination of non-essential duties and better time management as solutions.

Limitations

The major limitations of this study will be the construction of the survey and the responses given by elementary principals. The survey was constructed to include

those tasks reported in the literature as important components of instructional leadership. Some elementary principals may believe other tasks are more important or that some tasks on the survey are sub-tasks of others. There is no opportunity to express this on the survey. The second major limitation will be the number of surveys returned and the time and effort given to the survey by each elementary principal. It is impossible to know how much effort and thought was given to each survey by each elementary principal.

Delimitations

The survey will be sent to all elementary principals in the Grant Wood Area Education Agency geographic area, therefore, application to other localities should be used with caution. A random sample of a larger geographic area may have produced results that could more easily be generalized.

Operational Definition of Terms

Administrative instructional leadership tasks - Those tasks that involve more traditional administrative duties. These tasks are usually several steps removed from actual instruction, and are more removed than the teacher/student-centered tasks. Administrative instructional leadership tasks are -

Establish clear goals for instruction

Establish clear goals for student outcomes

Allocate resources to reflect an emphasis on instruction

Develop and implement a vision for the school

Provide inservice to teachers on topic of instruction

Teacher/student-centered instructional leadership tasks are as follows:

Assist teachers to solve instructional problems (senior colleagues)

Assist teachers with students who are difficult to teach

Provide opportunities for children to adapt and change

Establish a building level support team (teachers expert in instruction) to assist other teachers

Inspire teachers through motivational techniques

Other instructional leadership tasks are not easy to classify into the categories above. These tasks could potentially fall into either category depending on the actual method of implementing the tasks. The other instructional leadership tasks are as follows:

Promote structured learning environments

Monitor student progress

Limit controlling and coordinating activities

Monitor instructional behavior of teachers

Promote individualized instruction

CHAPTER 2

Review of the Literature

Clark, Lotto, and McCarthy (1980) identified the factors associated with success in urban elementary schools. They reviewed the case studies from the field, the research literature and interviewed experts in the field. They aggregated the information into the following six general areas:

1. Leadership
2. Teaching Personnel
3. Finance
4. Resources and Facilities
5. Curriculum and Instruction
6. Community Resources

The three variables most closely associated with school success are leadership, teaching personnel and curriculum and instruction. The behavior of the leader is necessary to set the tone of the school and also to motivate others. The leader's attitude toward urban education is also very important to school success. In the area of teaching personnel, Clark et al. (1980) state that successful urban schools use inservice and staff development to realize their objectives. Also, more specific training programs produced better results. In the area of curriculum and instruction, clearly stated goals and objectives, structured learning environments and individualized instruction made the urban schools successful.

Shoemaker and Fraser (1981) reviewed ten studies of effective schools to determine the role of the principal. They

concluded that principals could contribute to school effectiveness by-

1. providing assertive, achievement-oriented leadership,
2. providing an orderly, purposeful and peaceful school climate,
3. having high expectations for staff and students, and
4. developing well-designed instructional objectives and an evaluation system.

Shoemaker and Fraser (1981) state that assertive leadership is a more appropriate term than "instructional leader". They point out that instructional leader is a term that is meaningless because it is ambiguous and has been misused. Assertive leadership, on the other hand, refers to the principal's overall performance and commitment to a direction or a philosophy. What the principals do and what they allow to happen are both components of assertive leadership. Assertive leaders have a commitment to achievement and follow through to insure their commitment is instilled throughout the school. The authors also suggest that principals should explore the idea that assertive leadership can contribute to improving achievement in their own schools.

Deal and Celotti (1980) studied 103 elementary schools in the San Francisco Bay area over three years. The authors wanted to discover the relationship between classroom instruction and organization and other structural features of schools and districts. The authors found that classroom instruction and the way teachers worked together were virtually unaffected by any organizational or administrative factors. They also found that the district, school and classroom all

operated independently as did the individuals within those levels. Deal and Celotti (1980) concluded that educational organizations were "loosely coupled" and found the following:

1. Instructional activities do not seem to be effectively coordinated through formal channels. Administrators who approach instructional change through formal channels will be ineffective.
2. Teachers need to be free to change and adapt instructional activities. Administrators can increase the ability of teachers to be flexible by keeping coordinating and controlling activities to a minimum.
3. However, the looseness of the activities may reduce the effectiveness of the individuals and the organization by promoting isolation.
4. Meetings, evaluation and other forms of tighter structures may provide more of an appearance of conformity and of things going right.

Deal and Celotti (1980) conclude that the best ways for administrators to have impact on classrooms is to act more as senior colleagues and to provide symbolic leadership. They state that tighter, more structured forms of involvement are likely to have little direct impact upon the classroom.

Gersten, Carnine, and Green (1982) reviewed the effectiveness and innovation literature and point out that the principal is a critical factor in both effectiveness and innovation. The authors also state that another body of literature indicates that principal involvement in instruction is not always necessary. Gersten et al. (1982) point out that the following items need to be carried out in order to implement innovations, but the principal is not the only person who can perform them.

1. Quality of technical assistance provided to teachers
2. Success with difficult-to-teach children
3. Support provided to teachers
4. Mutual adaptation

The authors state that it is much more useful to discuss critical behaviors than the illusive term of instructional leadership and that research has shown that teachers do not view principals as instructional leaders. Gersten et al. (1982) favor the approach of identifying the necessary instructional support functions and then adopt a team approach to decide who best can serve those functions - principal, specialist, teacher, etc.

Leithwood and Montgomery (1982) reviewed the educational research regarding the role of the elementary school principal in program improvement. The authors looked at the literature concerned with the role of the principal in general, research on school change and the implementation of educational innovations and school effectiveness research. The authors identified three critical dimensions of effective principal behavior - goals, factors and strategies. The following is the list of strategies generated by Leithwood and Montgomery:

1. Building/maintaining interpersonal relationships and motivating staff
2. Providing staff with knowledge and skill
3. Collecting information
4. Using vested authority
5. Providing direct service to clients
6. Assisting with and supporting teachers' regular tasks
7. Facilitating within-school communication
8. Providing information to staff
9. Focusing attention on the special needs of students
10. Facilitating communication between the school and the community
11. Using goal and priority-setting and planning
12. Finding nonteaching time for staff
13. Establishing procedures to handle routine matters

Coleman (1983) conducted a research project regarding

improving the elementary school climate; one of the components was the leadership provided by the school principal. The author states that from the parents perspective, the behavior of the principal is the school climate. Two factors, teacher-principal collegiality and solving instructional problems contribute to teachers viewing the principal as very important to school climate. If the principal is seen as having a collegial relationship with teachers and as being able to solve instructional problems, teachers tend to rate their principal as contributing a great deal to a positive school climate.

Anderson (1982) reviewed the educational research regarding school climate. The author listed the variables that affected school climate; one of the variables was involvement in instruction. The involvement of a variety of people in the instruction process was seen as important in developing positive school climate. Edmonds (1979) found that exemplary schools had principals who were involved and interested in instruction.

Rutherford (1985) reports on research conducted at the University of Texas at Austin. The research focused on the leadership skills of principals. Effective principals-

1. have a vision of what they want their schools to be like,
2. turn their visions into goals and expectations,
3. promote school climates that reinforce their goals and expectations,
4. monitor progress continually, and
5. provide support as needed.

Regarding the support function, Rutherford (1985) states

that the effective principal allocates resources in order to maximize instructional effectiveness. He cites one example of a principal who arranged for a release of a teacher from regular duties for a semester. The teacher then acted as an in-building consultant to implement a new mathematics program. The teacher was available to plan and consult with the other teachers in the building.

Gross and Herriot (1965) developed the Executive Professional Leadership (EPL) rating to rate effective principals on a number of dimensions. The authors indicate that the effective principal concentrates on staff improvement and does this by encouraging and supporting teachers rather than directing or controlling them.

Several strategies that effective elementary principals use are directly related to instructional support. First, providing staff with knowledge and skill deals with the inservice and professional development needs of teachers. The assistance provided by principals may be school-wide inservice, individual teacher inservice training and the opportunity for teachers to visit other schools and talk with other teachers. Second, the principal can focus the attention of the teachers and the school on the special needs of students. Too often, the majority of "problem solving" time is spent on general curriculum development and selection. Finally, finding nonteaching time for staff is important because teachers need more time for planning, assisting others and developing their own skills and abilities.

In summary, the instructional leadership tasks that are cited in the literature review are a mixture of administrative, teacher/student-centered and other tasks. The literature review shows that there is no general agreement on what tasks constitute instructional leadership. The central research question derived from the literature review is, What do elementary principals believe are the most important instructional leadership tasks? The primary hypothesis of this study is that elementary principals will perceive administrative rather than teacher/student-centered tasks as the most important components of instructional leadership.

CHAPTER 3

Design of the Study

This study was conducted through a non-experimental survey. The survey was developed from the literature on instructional leadership (see Appendix A, Survey). In order to develop a list for use in this study, findings from the literature were placed on a large list. Duplicates were eliminated and some findings were combined or re-worded. The instructional leadership tasks list reflects those findings most often mentioned in the literature on instructional leadership, effective schools and school climate. The instructional leadership tasks list follows:

- Establish clear goals for instruction
- Establish clear goals for student outcomes
- Promote structured learning environments
- Promote individualized instruction
- Assist teachers to solve instructional problems (senior colleagues)
- Assist teachers with students who are difficult to teach
- Allocate resources to reflect an emphasis on instruction
- Monitor student progress
- Develop and implement a vision for the school
- Provide opportunities for children to change and adapt
- Limit controlling and coordinating activities
- Provide inservice to teachers on topic of instruction
- Establish a building level support team (teachers expert in instruction) to assist other teachers
- Monitor instructional behavior of teachers
- Inspire teachers through motivational techniques

Once the instructional leadership tasks were selected, they were randomly placed on the survey form. The respondent was given the following directions regarding the list of instructional leadership tasks:

Step 1. Put into priority rank the three tasks you believe are most important.

Step 2. Indicate if you think you spend a sufficient amount of time on each task you have chosen.

Step 3. If you believe you are not spending enough time, indicate the major barrier(s) preventing you from accomplishing the task.

Step 4. Indicate solutions that would allow you to spend more time on the task.

(These directions appear at the top of the survey form. See Appendix A, Survey).

On the part of the survey where the respondents were asked to write, the above directions became the following column headings to guide the respondents:

Step 1. Priority Rank

Step 2. Spend Enough Time?

Step 3. Barriers

Step 4. Solutions

(See Appendix A, Survey).

The population for this study was all elementary principals in the Grant Wood Area Education Agency #10 geographic region. The Grant Wood Area Education Agency was contacted and they supplied the mailing labels for all elementary principals in the geographic region. After eliminating all of the obvious errors and duplications, 120 surveys were mailed to elementary principals. Each mailing contained a survey (see Appendix A, Survey), a cover letter (see Appendix B, Cover Letter) and a stamped, self-addressed envelop. The cover letter explained the purpose of the survey and gave general instructions. The self-addressed, stamped

envelop was included in order to facilitate the completion and return of the survey. There was no follow-up procedure beyond the initial mailing to solicit responses.

CHAPTER 4

Analysis of the Data

Of the 120 surveys mailed, 53 were returned. Of the 53 returned, six were not used because of the following reasons:

1. Three surveys were duplicates (one principal serving in two buildings)
2. One survey came from a secondary school
3. One survey was sent back indicating that there was no longer a school there
4. One survey was not used because it came from a full-time teaching principal

The rankings from the 47 survey results were assigned a point value. A ranking of #1 received a point value of 3, a ranking of #2 received a point value of 2 and a ranking of #3 received a point value of 1. The highest overall rankings (listed below) reflect the tasks that received the most number #1, #2 and #3 rankings as assigned by the elementary principals. The overall rankings for instructional leadership tasks were as follows:

1. Establish clear goals for instruction
2. Develop and implement a vision for the school
3. Monitor instructional behavior of teachers
4. Promote structured learning environments
5. Establish clear goals for student outcomes
6. Provide inservice to teachers on topic of instruction
7. Monitor student progress
7. Inspire teachers through motivational techniques

9. Assist teachers with students who are difficult to teach

9. Allocate resources to reflect an emphasis on instruction

11. Assist teachers to solve instructional problems (senior colleagues)

12. Establish a building level support team (teachers expert in instruction) to assist other teachers

13. Promote individualized instruction

14. Provide opportunities for children to change and adapt

14. Limit controlling and coordinating activities

Of primary interest in this study are the top five priorities for elementary principals. The first research hypothesis for this study was that elementary principals would perceive five "administrative" instructional leadership tasks as the most important. It was predicted that those five tasks would be -

1. Establish clear goals for instruction

2. Establish clear goals for student outcomes

3. Allocate resources to reflect an emphasis on instruction

4. Develop and implement a vision for the school

5. Provide inservice to teachers on topic of instruction

Three of the top five ranked instructional leadership tasks were predicted (Establish clear goals for instruction, Develop and implement a vision for the school and Establish clear goals for student outcomes). Two of the top five ranked instructional leadership tasks were not predicted (Monitor

instructional behavior of teachers and Promote structured learning environments). The two other instructional leadership tasks that were predicted to be among the top five were ranked #6 (Provide inservice to teachers on topic of instruction) and #9 (Allocate resources to reflect an emphasis on instruction). See Table 1.

Table 1

The Top Five Instructional Leadership Tasks As Ranked By
Elementary Principals

Instructional Leadership Tasks	Ranking
Establish clear goals for instruction *	1
Develop and implement a vision for the school *	2
Establish clear goals for student outcomes *	3
Monitor instructional behavior of teachers	4
Promote structured learning environments	5
* = Instructional leadership task was predicted to be among the tasks rated in the top five.	

The second research hypothesis was that elementary principals would indicate that they do not spend enough time on the instructional leadership tasks they believe to be most important. Furthermore, it was predicted that elementary principals would cite lack of time and too many trivial tasks as barriers to spending a sufficient amount of time. The results were mixed regarding the research hypothesis. In one of the top ranked tasks (#4), a majority of respondents indicated that they spent enough time on the most important

tasks. For all the other tasks, however, the results indicate that only a minority of respondents believed that they spent enough time on the most important tasks. Table 2 lists the five top priorities for elementary principals. The percentage figure indicates the percent of elementary principals who believed that they spend enough time on that task.

Table 2

Percentage Of Respondents Who Believe They Spend
Enough Time On The Highest Ranked
Instructional Leadership Tasks

Task	% Spending Enough Time
Establish clear goals for instruction	39.2 yes
Develop and implement a vision for the school	40.0 yes
Monitor instructional behavior of teachers	38.4 yes
Promote structured learning environments	58.3 yes
Establish clear goals for student outcomes	0.0 yes

The third research hypothesis was that elementary principals would indicate that lack of time and other duties were the main barriers to spending enough time on the most important instructional leadership tasks. The responses on the survey were aggregated when the responses were identical or similar. The results were predicted in that time and other duties/activities competing for time were the most frequently listed barriers. See Table 3.

Table 3

Top Barriers Preventing Elementary Principals
From Engaging In The Most Important
Instructional Leadership Tasks

Barrier	Number of Responses
Time	19
Other duties/activities competing for time	16
Lack of time for staff to work together or staff inservice	14
Paperwork	7
Intrusions/Interruptions	5
First year in the position	5
(See Appendix C, Barriers, for full list of barriers)	

The fourth research hypothesis was that elementary principals would cite elimination of non-essential duties and better time management as the best solutions to reducing the barriers preventing them from performing the most important instructional leadership tasks. Only one of the most highly ranked solutions was predicted. The solution of "Allocate time

for important duties" was the second ranked solution. See Table 4.

Table 4
Best Solutions To Reducing Barriers That Prevent
Elementary Principals From Performing The Most
Important Instructional Leadership Tasks

Solutions	Number of Responses
More contract time that is not student-teacher time	12
Allocate time for important duties *	4
More money	3
More time	3
More principals/lower principal:teacher ratio	3
* = Instructional leadership task was predicted to be among the top five rated solutions.	
(See Appendix D, Solutions, for full list of solutions)	

In summary, the results of the survey appear to confirm the hypothesis that elementary principals would select as most important those instructional leadership tasks that could be termed administrative in nature. The results of the section that questioned elementary principals about spending a sufficient amount of time on the tasks chosen as most important were mixed, but essentially were as predicted. The greatest barriers to spending a sufficient amount of time on the most important tasks are all time-related. The top solutions for removing the barriers involved having more time and better time management.

CHAPTER 5

Summary and Recommendations

Summary

The results of the priority ranking on the survey appear to confirm the hypothesis that elementary principals would select as most important those instructional leadership tasks that could be termed administrative in nature. The tasks that were chosen as the most important are tasks which can be performed far away from where the actual instruction takes place. This is not to say that these tasks are not really instructional leadership because they are not directly involved with actual instruction. Rather, it should point out the need for more precise definitions for instructional leadership. According to the results of this survey, the most important tasks are those involved in "traditional" administration - setting goals and directions based upon a vision or philosophy. The traditional tasks of administration are viewed by the elementary principals in this survey as instructional leadership.

The results of the section that questioned elementary principals about spending a sufficient amount of time on the tasks chosen as most important were mixed, but essentially were as predicted. For the most part, elementary principals do not believe that they spend a sufficient amount of time on tasks that they consider to be important.

The greatest barriers to spending a sufficient amount of

time on the most important tasks are all time-related. Elementary principals are not spending enough time on the most important instructional leadership tasks, and the reason is that they are spending their time on tasks they consider to be less important. The solutions to the greatest barriers are essentially time-related as well. The most prevalent solutions dealt with more time or better use of time currently available.

Recommendations

There are two major findings in this study that point the way for further investigation and development in this area. First, is the finding that the elementary principals in this study consider instructional leadership to be comprised of traditional administrative duties. One respondent indicated that it was necessary to separate managerial leadership from instructional leadership. The responses indicate that that approach needs to be investigated further. There needs to be a better definition of instructional leadership, what tasks are involved, and how far away from actual instruction can effective leadership take place.

The second area that bears further investigation is that of time management. Regardless of the actual tasks involved in instructional leadership, or what one perceives the most important tasks to be, many elementary principals believe they do not spend enough time on those tasks. Perhaps the tasks of setting goals and developing and implementing a vision truly are the most important tasks, because they set the guidelines

for how elementary principals should be spending their time. Two inservice areas that need development are time management and mission/vision/goal setting for elementary principals. These topical areas would assist elementary principals to better define instructional leadership for themselves and to better channel their efforts toward leadership tasks that promoted the improvement of instruction.

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APPENDIX A
Survey

INSTRUCTIONAL LEADERSHIP TASK QUESTIONNAIRE

OVER

The following items have been reported in the literature as tasks involved in instructional leadership. Please follow these steps to complete this survey.

Step 1. Put into priority rank the three tasks you believe are most important.

Step 2. Indicate if you think you spend a sufficient amount of time on each task you have chosen.

Step 3. If you believe you are not spending enough time, indicate the major barrier(s) preventing you from accomplishing the task.

Step 4. Indicate solutions that would allow you to spend more time on the task.

Please mail the completed survey back in the SASE. Thank you for your time and cooperation.

	PRIORITY RANK: SPEND ENOUGH TIME	BARRIERS	SOLUTIONS
Establish clear goals for instruction			
Establish clear goals for student outcomes			
Promote structured learning environments			
Promote individualized instruction			
Request teachers to solve instructional problems (teacher conference)			

OVER

PRIORITY RANK	SPEND ENOUGH TIME?	BARRIERS	SOLUTIONS
Assist teachers with students who are difficult to teach			
Allocate resources to reflect an emphasis on instruction			
Monitor student progress			
Develop and implement a vision for the school			
Provide opportunities for children to change and adapt			
Limit controlling and coordinating activities			
Provide inservice to teachers on topic of instruction			
Establish a building level support team (teachers expert in instruction) to assist other teachers			
Monitor instructional behavior of teachers			
Inspire teachers through motivational techniques			

APPENDIX B
Cover Letter

October 18, 1987

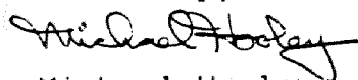
Dear Elementary Principal:

Enclosed is a survey on instructional leadership tasks. I would appreciate it if you would take a few minutes to fill out the survey and drop it in the mail by October 30. For your convenience, I have provided a self-addressed stamped envelop.

The survey will be used for my field project to fulfill the requirements for my Ed.S. degree in educational administration at Drake University. I am studying elementary principal's perceptions of instructional leadership.

If you have any questions or comments, please don't hesitate to contact me. Thank you for your valuable time and cooperation.

Sincerely,



Michael Hooley
Elementary Principal
Amana School District
PO Box 70
Middle, IA 52307
319-622-3255

Home
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Coralville, IA 52241
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APPENDIX C Barriers

BARRIERS

Time *****

Other duties/activities competing for time *****

Lack of time for staff to work together or staff inservice

Paperwork *****

Intrusions/Interruptions ****

First year in the position ****

Not enough control over budget/money ***

Amount of work that needs to be accomplished ***

Lack of training/knowledge **

Supervising too many teachers, pupils and buildings **

Topics/resources for inservice *

Teaching

Volume of data

District control

Lack of district control/direction

Conflict in principal's and teachers schedules

Lack of willing teachers and support staff

Students who need additional help don't qualify for it

Social problems dealt with by schools

Older population of teachers

Teachers perform this

Meetings

Student Discipline

Curriculum selection too wide

Fear element of observation and evaluation

Time spent on building management

Day-to-day tasks of running a school

Budget constraints require administrators to perform
non-administrative tasks

* = number of additional times the barrier was mentioned

APPENDIX D Solutions

SOLUTIONS

More contract time that is not student-teacher time *****

Allocate time for important duties ***

More money **

More time **

More principals/lower principal:teacher ratio **

Larger staff **

Fewer duties **

Better plan of action *

More effective time management *

Mentor programs and support groups *

Child study teams *

Spend time in classrooms, lunchrooms and playgrounds *

Use committee approach to establish goals *

Improved communication *

Delegate more "day-to-day" work to subordinates/others*

More autonomy at the building level to allocate funds

Building environment where expectations are known and decisions are made within these guidelines

District staff development plan that includes release time

Classroom management inservice

Building and district level approach to monitoring progress

Plan for using motivational techniques

Spend a part of each staff meeting on inservice

More released time for developing and sharing staff abilities

Prioritize duties according to focus/vision/mission

Delegate responsibilities

One building per principal

Less of an open door policy

Encourage staff to spend time on efforts that are being emphasized

Hire special tutor to work one-on-one with marginal students

Work as a team (no one knows all the answers)

Focus on the purpose of schools

More inservice time for staff

Educate teachers about how to use student outcome goals and what will be expected

Fewer meetings

Eliminate some paperwork

Prioritize goals at building level and allow ample time (2-3 years) to show growth

Inservice on goal setting and instructional techniques

Subject area study groups

Shorten student week

Utilize senior colleague concept

Reallocate funds for innovative ideas

Long term planning

Managerial and instructional leaders need to be separated

Develop positive atmosphere regarding instructional leadership

Alter master contract to set definite inservice times

Joint inservice for teachers and principals

Improved communication

District commitment and leadership

Humanistic approach to working with your staff

Volunteers or more money to hire people to do the "day-to-day"

Stop filling out surveys

* = number of additional times the solution was mentioned